

Intercollegiate Community Service Quarterly



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CHAPTER ROLL

WELLESLEY

Alumnae—Mrs. Ralph Church, 1006 S. 2d St., Springfield, Ill.

Undergraduates—Miss Marion Gaston, Wellesley College, Wellesley, Mass.

SMITH

Alumnae—Miss Myra Mitchell, Hingham Center, Mass.

Undergraduates—Miss Josephine Allen, Smith College, Northampton, Mass.

VASSAR

Alumnae—

Undergraduates—Beatrice Schwartz, Vassar College, Poughkeepsie, N. Y.

BRYN MAWR

Alumnae—

Undergraduates—Miss Helen Emily Kingsbury, Bryn Mawr College, Bryn Mawr, Pa.

RADCLIFFE

Alumnae—Miss Abigail Eliot, 2 W. Cedar St., Boston, Mass.

Undergraduates—Miss Doris Hodgson, Radcliffe College, Cambridge, Mass.

CORNELL

Alumnae—Miss Agnes Tierney, 118 Coulter St., Germantown, Pa.

Undergraduates—Miss Louise Baker, Cornell University, Ithaca, N. Y.

WELLS

Alumnae—Miss Caroline Beckwith, 34 N. Maple Ave., E. Orange, N. J.

Undergraduates—Miss Margaret West, Wells College, Aurora, N. Y.

SWARTHMORE

Alumnae—Miss Anna Bramble, W. Monastery Ave., Roxborough, Phila., Pa.

Undergraduates—Miss Dorothy Young, Swarthmore College, Swarthmore, Pa.

ELMIRA

Alumnae—Mrs. John C. Meddick, 382 Wadsworth Ave., New York.

Undergraduates—Miss Cornelia Middaugh, Elmira College, Elmira, N. Y.

GOUCHER

Alumnae—Miss Mary Jarrett, 74 Fenwood Road, Boston, Mass.

Undergraduates—Miss Elizabeth Fehl, Goucher College, Baltimore, Md.

BARNARD

Alumnae—

Undergraduates—Miss Ruth Marshall, Barnard College, New York.

Mt. HOLYOKE

Alumnae—Mrs. Irene Sylvester Chubb, 131 East 23d St., New York, N. Y.

Undergraduates—Miss Doris Gidley, Mt. Holyoke College, So. Hadley, Mass.

ADELPHI

Alumnae—Miss Rosa E. Prigosen, 1016 40th St., Brooklyn, N. Y.

WHEATON

Undergraduates—Miss Ethel Fraser, Wheaton College, Norton, Mass.

WILSON

Undergraduates—Miss Julia Sharpe, Wilson College, Chambersburg, Pa.

BOSTON UNIVERSITY

Undergraduates—Miss Marion Clarke, Boston University, Boston, Mass.

SARGENT

Undergraduates—Miss Lois Bayley, Sargent School for Physical Education, Cambridge, Mass.

JACKSON

Undergraduates—Miss Dorothy McCoy, Jackson College, Tufts College, Mass.

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1919

Intercollegiate Community Service Quarterly
STANDING COMMITTEE OF THE INTERCOLLEGIATE
COMMUNITY SERVICE ASSOCIATION

(Formerly College Settlements Association)

1917—1919

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1918-1920

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93 Tyler Street, Boston, Mass.

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South Hadley, Mass.

CHANGES OF ADDRESS

Please notify the editor, Mrs. Horace Fleisher, Oak Lane, Pa., as well as your elector, immediately of any change in your address, giving the name of your college and both the old and new addresses.

THE VOICE OF THE NEIGHBORHOOD

Out of the social chaos which has arisen with the growth of our cities and factories a movement has taken place to counteract the forces which have been drawing a man away from his neighbors in his work and his play, and which will, if successful, recreate community life. In villages, towns and sections of our large cities this movement has been developing sporadically. In one locality it may have been an evening recreation center in a school, or a yearly pageant, a non-denominational community church or a co-operative bakery or a public forum for debate which first obliterated the racial, political and religious differences in a group of neighbors and became the nucleus of a community organization.

Of the more elaborate attempts made to develop community spirit the most widely known is that of the National Social Unit Association, which chose Cincinnati for its experimental laboratory and in 1917 appropriated \$135,000 for a three-year program in studying community needs and in initiating neighborhood organizations to meet them. Each family, each tenement and each block was represented on some central committee. Mothers were brought together in mothers' clubs; occupational groups were differentiated, so that doctors could confer with doctors and hospital attendants as to the health needs of the community and so that teachers might confer with teachers about the informal educational and Americanization work which might be carried out in the locality. This unit is progressing rapidly and is the focus of much attention in the community organization movement.

In addition to these sporadic and intensive efforts an extensive attempt was started in 1918 to organize community councils on a national basis. The Council of National Defense, with its State and County Councils, stimulated the organization of affiliated Community Councils in every community throughout the country.

The prime motive was, of course, the securing of local volunteer service and support in the various war activities. The philosophy underlying the movement, however, has proved more enduring than the first motive. It is now six months since the armistice was declared, and although the State Council for Defense machinery is rapidly disintegrating, still eight hundred and forty thousand Community Councils are pressing forward, adopting programs on Recreation, Health, Americanizing, Housing and the study of Industrial Problems.

New York City began to organize Community Councils in July, 1918. There are now in all five boroughs of the city eighty-three Councils in some stage of formation, ranging all the way from a local committee, discussing ways and means for forming the organization, to the chartered Council, with its required membership of at least ten per cent of the community and its elected Governing Board.

The following extract from a leaflet which is distributed by the New York Executive Committee of the Community Councils describes the organization briefly:

What Is a Community Council? A Community Council is the voice of the neighborhood—the freest expression of democracy. It is an organization of neighbors pulling together, regardless of race, politics, religion or sex, and is a unit in a nation-wide, semi-official organi-

zation in direct touch with the borough, city, county, state and federal governments through its various representatives. It is a neighborhood gateway to all the resources of the city and nation.

Why Do You Want a Community Council? You want a Community Council because you want to work and play with your neighbors and talk with them on matters of public importance as your grandfathers did in the old town meetings, and because the government can hear the voice of the community when it speaks as one man. You want a Community Council so that clubs, churches, schools and other organized groups in your neighborhood—official and semi-official, public and private, can combine for the common good; so that they may work out together their common problems and grow stronger and more effective by co-operating with each other and with the people at large.

How Is a Community Council Organized? Any neighbor with an interest in himself and his neighbors can belong to the Community Council of his home district. A Community Council elects annually a Governing Board of not less than ten members to administer the work undertaken by the Council. An Advisory Board is appointed to represent all organizations and interests in the community. Each Community Council is independent of every other Council, but works in harmony with them through representation on the Borough Board and the City Parliament, and from this Parliament receives its charter of official recognition.

What Does a Community Council Do? A Community Council can quickly focus the energies of the neighborhood to meet any public need. It supplies an information service for all residents and a clearing house for all organizations. It registers the demands of the community and provides the means for meeting them, using existing agencies or showing the way to create new ones. Through neighborhood committees the people do team work in programs on Health, Recreation, Americanization, Employment, Housing and every other need.

COMMUNITY BENEFITS ACCUMULATE AND COMMUNITY BURDENS DWINDLE WHEN SHARED BY ALL IN A COMMUNITY COUNCIL.

The movement is primarily an effort to co-ordinate all phases of community life, to assemble the puzzle-picture of organized recreation and public service until there are no gaps and no duplications. Wherever an existing organization is successfully providing for the obvious needs of the community, there the council can only act as an advertising agent and a clearing house for that organization and can turn its attention to other community needs, such as Americanization work and the like.

The chief factor in Americanization is friendliness. As one foreign-born man remarked, pointing to a fellow-laborer: "The first time I felt like an American was when that man over there called me

'Mike.' " The foreign-born man's only club has been the saloon. What are we to substitute? That is one of the important problems facing all communities and every Community Council.

It is impossible to describe the work of any one Community Council and give a comprehensive idea of the significance of the movement. In a small village the Council will be nothing more or less than the old New England town meeting; in other instances, as one Council in Oklahoma reported in the minutes of one of its meetings, the organization may decide the fate of loafers and beggars or those responsible for leaving dead stock unburied.

In a congested East Side district of Manhattan the Council becomes the clearing house of innumerable welfare organizations which thread the district. To one Council in New York City the Department of Charities has promised a prize if the commitments of children to institutions for delinquency and truancy in the district are brought down to a certain low percentage during the year, and as the result all organizations in the community are bending their efforts to provide wholesome recreation for children and to supervise the child-life in the neighborhood. In a town in Pennsylvania a similar organization under the War Camp Community Service has turned a building over a saloon into a large Community Club, where the immigrant day laborer can have soft drinks and a lounging place; where the Liquor Dealers' Association, a group of clergymen and the ladies of the W. C. T. U. can hold meetings.

In other sections the popular demand is for the establishment of a Public Forum where such vital questions as the League of Nations or public ownership of the railroads may be debated. Perhaps the finest purpose to which the Council can devote its activities is that of serving as a medium of expression between the people and the Government. One block council in the East Side, New York, at a recent meeting, collected money for a cable to be sent to President Wilson, which read as follows:

"President Woodrow Wilson:

"We people in one block of the East Side congratulate you for making a League of Nations. We know you will stand by your declaration that all nations shall be members just as we form this 'league of neighbors.' There can be no real 'peace of peoples' unless the Russian people's Soviet has a share. We ask you to stand by Russia.

(Signed)

"MAX TISHKOFKY,
"Block Captain"

A more cautious Community Council in the Borough of Queens telegraphed Mayor Hylan asking that he remove William Randolph Hearst from the soldiers' and sailors' Welcome Home Committee.

Ideally, a Community Council should make the neighborhood articulate so that it can be heard by the city, state or nation; and it must, if properly developed, open channels for the free expression and formation of liberal opinions which have never before existed.

The Community Council organization is distinct from other community movements. It not only represents the lower blade of the scissors, or the local organization, but the upper blade; that is, the Inter-community Representative Board, either a County Board, Borough Board or a City Parliament, which through its connections with the City Government and the Federal Government will make possible the communication between the neighborhood, the city and the nation. As President Wilson has said:

"Community Councils will, I believe, result, when thoroughly carried out, in welding the nation together as no nation of great size has ever been welded before. They will build up from the bottom an understanding and sympathy and unity of purpose and effort which will no doubt have an immediate and decisive effect upon our great undertaking. You will find it, I think, not so much a new task as a unification of existing efforts, a fusion of energies now too much scattered and at times somewhat confused into one harmonious and effective power."

LAURA S. SEYMOUR,

*Organizing Secretary for Brooklyn Community
Councils of National Defense.*

**TRAINING FOR INDUSTRIAL SUPERVISION AND EM-
PLOYMENT MANAGEMENT AND FOR
COMMUNITY WORK
IN THE CAROLA WOERISHOFFER GRADUATE DEPARTMENT
OF SOCIAL ECONOMY AT BRYN MAWR COLLEGE**

(From an address given before the biennial meeting of the Association of Collegiate Alumnae, St. Louis, March 30, 1919.)

The past four years have vindicated college or advanced education for women as well as for men, but they have required expanded and new social programs, they have demanded specialized training, and in consequence they have evolved new schemes of education. In contemplating professional preparation for social work, the first ques-

tion that meets us is whether it shall be built upon our college curricula or become a part of them. This may be considered a controversial question. I do not think so. I believe the war has shown that social diagnosis, social therapy, adjustments of social relations, education and leadership of social groups of adults, or of children, especially of adults, require a fund of knowledge, keen powers of analysis and technical skill approaching those demanded in medicine or law or ministry.

Three lessons these old professions will teach us if we will but listen.

First: The trend of today is toward the post-graduate professional school.

Second: These professional schools have demonstrated also that there are certain fundamental subjects that may well be followed in undergraduate work, so that the entire period for undergraduate and postgraduate study may be somewhat reduced. The more liberal undergraduate course will produce the stronger graduate course, but will require longer professional training.

Third: Ever since the study of the exact sciences became a part of our undergraduate curriculum the fact has rapidly been borne in upon us that the laboratory, the discussion and the lecture must go hand in hand. Today, not alone in colleges and in secondary schools, but even in primary education, theory and practice are both essential; they are concomitant. And so the professional schools provide in the first years demonstration and observation; later on, practice under immediate direction, and, finally, real experience, but still under close supervision.

With such examples before them, ten or more years ago schools for social workers were founded in Boston, New York, Chicago and elsewhere; and about four years ago a purely graduate school for training social workers was established at Bryn Mawr College, and since then partially undergraduate and wholly undergraduate schools have been included in a few of our colleges and universities.

During the war society has arisen to meet four great demands: responsibility for employment and non-employment, including education; for control of morals through education and guardianship; for the organization and use of community forces, and for health and sanitation. To meet these demands, the Carola Woerishoffer Graduate Department of Social Economy and Social Research at Bryn Mawr College has expanded its courses into two distinctly new programmes—one in industrial supervision and employment manage-

ment and one in community work—and has developed its course in what we call "Social Guardianship" on a more effective and scientific basis.

TRAINING FOR INDUSTRIAL SUPERVISION AND EMPLOYMENT MANAGEMENT

I should like to describe these two new courses which have been undertaken as an experiment and have demonstrated their practical value.

In the words of Miss Bezanson: "Employment management, the term used to include all adjustments of labor to industry and industry to labor, is the application to industry of a scientific knowledge of many branches of research. Essential for such work is a considerable information of economic and industrial conditions, as well as living conditions of employes, in order that industry may have the benefit of advice and planning. Despite the variety of forms of organization and the diversity of opinion as to the duties of such executives, there is everywhere essential an understanding of the labor movement and methods of collective representation. Everywhere, too, is requisite adequate and accurate data. With the converging of progressive science upon the problem of making possible opportunity and self-expression and the adjustment of worker and work, attention is centered upon training and instruction instead of trial and error methods of adaptation."

The plan of work for this course has been to receive a group of ten students and to provide that each student shall give Mondays to work in some manufacturing concern in or near Philadelphia, or in the United States Employment Service in Philadelphia; Thursday mornings to observation trips to various manufacturing concerns where, in the opinion of Miss Anna Bezanson, the instructor in charge, a student can gain the most either from the work of the plant itself or from the conduct of the plant. The other days are devoted to graduate seminars, either required or partially elective. In addition to the seminary applied to field work, the seminary in labor, the course in employment management and the course in statistics are required from all students who have not already had such work. Students are then permitted to choose from the following seminars: Social Research, Politics, Municipal Government, Social Psychology, Social Philosophy, Social Treatment and Community Organization.

The course in employment management presents the theory and technique of the practical work, and is supplemented by lecturers who are expert in several fields, such as industrial poisons, fatigue, ventilation, guarding machinery, methods of reduction and calculation, of

labor turnover, promotion and transfers, shop agreements, relation of management to personnel, methods of recording and charting, activities of service department in recreation work, community relations to industrial efficiency.

The field work consists of regular work in the factory and experience in the service or employment department. In the summer following the work at the college the student devotes her entire time to work as an employe in some mercantile or manufacturing establishment. She usually spends two weeks in the service department in order that she may understand the problems facing that department. She is then placed upon one process after another, being moved from department to department so as to give her an understanding of the processes and of their requirements and also of the organization of the establishment. At the same time she gains acquaintanceship with the employes. The last weeks of the student's field work are spent in the employment office where she takes part in the work of employment, transfers and promotions. Manufacturers and mercantile employers have been extremely liberal in their willingness to co-operate with the college.

Of the group of students who completed their work in February, the placements are unusually satisfactory in view of the business uncertainty of the moment. Five students are working with private manufacturing plants; one, and, perhaps, two are with industrial engineers; one is working, from the community approach, with industrial groups and individuals in a great center; two are under the industrial section of the Young Women's Christian Association; one as an investigator of industrial conditions, one as a supervisor of workers with industrial groups.

For the coming year the plan includes several scholarships of the value of \$300 each and one Fellowship of the value of \$525, to be awarded to college graduates who have fundamental preparation along the line of economics, statistics and sociology, and who have revealed special aptitude for industrial occupations.

TRAINING FOR COMMUNITY WORK

The second course of training referred to is that of preparing women for community work. The need for community work, carried on by trained workers, has never before been so urgent. Community problems during the war have assumed a more insistent character. Questions of public health, Americanization and readjustment in industry, recreation, vocational education and training for citizenship have taken on new meanings and are making demands for workers of an almost incalculable urgency. Likewise, the movement for the con-

struction of community houses as memorials to the men who have made large sacrifices in the world war has resulted in a call for community secretaries, group leaders and specifically trained teachers of vital subjects, which must be taught, if at all, outside the school hours, more urgent than any similar call for social workers in recent time, a call comparable only to the demand which went out for Red Cross Home Service workers during the period of the war. Unless trained workers are provided in sufficient numbers to aid communities to become living expressions of the ideals for which the world has offered up its youth, this great social movement will come to naught, and, as Mrs. White has well said, "these community monuments will become mausolea."

For four years the Carola Woerishoffer department has offered courses in this class of social work as a part of its training, but it now presents a plan which it believes will afford adequate preparation in the theory and technique of community work and will provide the necessary practice in community activities in close connection with the theoretical training. It is based like all other programmes in the department on four years of college work, and it will permit the student to give one-third of her time to field practice and observations; that is, twelve hours a week in the field, with two hours of group or individual conferences. One-third of the time of the student is given to seminars or courses in theory and technique, directly applicable to her special line of social work and the field problems in community activity. The other third of the student's time is given to one of a group of subjects according to her choice.

The organization of a community or social center or settlement seems to require, first, an executive secretary, leader or supervisor, with assistants, the number and character of which are to be determined by the size of the community and the quality and extent of the work to be supervised; second, a number of adult workers, each of whom shall function as the organizer and leader of groups either of adults or of girls of different ages, or of boys' clubs and activities, or of work for children, such as occupation clubs, classes, handicrafts, playgrounds and other activities for children.

All of these workers and activities cannot be secured in the early development of any community association. It is therefore necessary for community workers to be trained to direct several community activities and to be expert in at least one special phase. Frequently, volunteer service may be secured satisfactorily, provided the director is able to supervise the work of the volunteer. The movement of sharing

trained community workers is already fairly well advanced. Neighboring communities often unite in the employment of specialized workers who give different days to different communities, as, for example, a girls' worker or a boys' worker may be employed for afternoon and evening work to give two or three days a week to different neighborhood communities. On the other hand, better service has sometimes been obtained by employing assistants for certain types of work, such as children's work or girls' or boys' work, in each of several communities, so as to provide these activities every day of the week, and jointly engaging one or more expert supervisors to superintend the work in the several centers.

It is evident that the student preparing for community work should have a thorough training in the theory of community work; a knowledge of the technical requirements of its various branches and a special technical training in one or more phases of community activity. With such preparation the student will be fitted to begin as assistant general worker or assistant specialized worker, capable of developing into a general director of a community association or a director of some phase of specialized activity.

During the year 1919-20 Bryn Mawr College is offering an opportunity to ten women, college graduates, for this training in community work, and will award two or more scholarships, of the value of \$300 each, to candidates especially fitted for community leadership.

The rapid growth of the Bryn Mawr Community Center under Miss Hilda Worthington Smith, and the Philadelphia College Settlement, afford unusual and unique opportunities for practice work for the students.

These are two of the specialized forms of training for community service: the one approaching the great problems of the movement through the industry, the other through the community; the one through the economic interests, the other through the social interests of the individual. Every social worker with training and experience is now being forced to do double service, while a large force of untrained or meagerly trained women has been pressed into service; but the demand still far exceeds the supply. Every woman with a zeal for social service, fitted by temperament for social leadership, with adequate preparatory education, is needed in the ranks of social workers to make effective the sacrifices of the war, both at home and abroad.

SUSAN M. KINGSBURY.

THE TRAINING COURSE FOR HEALTH OFFICERS

GIVEN AT MOUNT HOLYOKE COLLEGE IN THE SUMMER OF 1918

The fundamental character of the health problems involved in manufacturing has called for the work of trained persons in this field. Dr. Kristine Mann, the Health Supervisor for the Women's Branch of the Ordnance Department, foresaw early in the spring of 1918 the need of health officers or industrial hygienists in the plants where women were being employed to manufacture munitions. This need appeared so imperative that the Women's Branch very early in its existence gave consideration to the selection and training of a group of women who should be made responsible for the maintenance of the health of the workers and the safeguarding of all dangerous conditions in the plants where they were employed.

At the request of the Women's Branch, a Training School for Health Officers in Industrial Plants was inaugurated at Mount Holyoke College under the directorship of Dr. Mann. The course lasted for the eight weeks from June 26 to August 21, 1918. The principal expenses of offering the course were provided for through the generosity of Mrs. Willard Straight, of New York City.

Applications were limited to women who had graduated not later than 1915 from an approved college or professional school, or to women with practical administrative experience in industrial or social work. Forty students were accepted. Two withdrew for unavoidable reasons, and the remaining thirty-eight completed the course.

The work was developed along two main lines: (1) Factory Organization and Labor and (2) Physiology and Hygiene. In addition, a thorough course in physical training was given for the purpose of keeping the members of the school in first-class physical condition and of furnishing instruction to be utilized in the students' later work in industrial plants.

The work in factory organization and labor was planned so that the students might become familiar with modern factory conditions, with the daily shop routine and the measures necessary for the maintenance of an efficient working force. Through the co-operation of manufacturers in the district every facility was given for seeing factory work in detail and one day a week was set apart for this purpose. The work of this part of the course was planned by Dr. Amy Hewes, Supervisor in the Chicago District, for the Women's Branch, and was carried out under her direction.

The course in physiology and hygiene was given with special emphasis upon the subjects most fundamentally related to the problems

of women in industry. It included the nature and effects of fatigue, the principles of nutrition and the measures necessary to prevent the spread of communicable disease. Professor Abby Turner, of the Department of Physiology at Mount Holyoke College, directed the work in physiology, and Dr. Lilian Welsh, of Goucher College, and Dr. Mary Sherwood, of the Bryn Mawr School, gave the course in hygiene.

Many stimulating and instructive discussions were contributed to both principal courses by some twenty-five special lecturers, including such widely known persons as Dr. Graham Lusk, of Cornell, Professor Frederic S. Lee, of Columbia, Dr. William H. Welch, of Johns Hopkins, Professor Edward D. Jones, of the University of Michigan and the War Industries Board (Employment Management Division), Miss Mary Van Kleeck, of the Women in Industry Service of the Department of Labor, and Mr. Robert Bruere, of the *New Republic*. The School was visited at frequent intervals by officers of the Women's Branch.

The high expectations for the course were more than justified. The demand for women with the type of training described was greater than the school could fill. The offer of a position was made to every student in the course before its completion. Several positions on the staff of the Women's Branch were filled by members of the school and others accepted positions with other government bureaus and with private plants.

AMY HEWES.

A TRAINING COURSE IN ORGANIZATION AND LEADERSHIP IN RECREATIONAL AND COMMUNITY ACTIVITIES FOR WORKING GIRLS

Recreation as an essential in the lives of the people was demonstrated during the war. The leisure time of thousands of soldiers was organized successfully, planned on a big scale and supervised by trained leaders. Girls in many cities and towns were likewise organized in groups for dancing and other entertainment of soldiers. This experience has created an interest which opens the way for great development of community recreation throughout the country. Capable leaders are much needed.

Out of this war-time endeavor has developed a new vision in community recreation—that it must be democratic, all inclusive and well organized. The application of these principles to this period, when

industrial unrest, endangered labor standards and unemployment are making life hard for the worker, is a need of the hour and one that demands trained leadership. To meet this need in the field of girls' recreation work, the National League of Women Workers, a federation of non-sectarian, self-governing girls' clubs, in co-operation with Columbia University, offers a five weeks' training course in organization and leadership of girls' club work.

The course will be given at Columbia University, New York City, May 12 to June 14, 1919. It will include Lectures, Field Work and Round Table Discussions, leading to a certificate of work, issued to satisfactory students by Columbia University. The course is planned on such inclusive lines as to train for all forms of girls' club work—all organized use of leisure time.

Applicants must have had two years of college training or some experience in social work and a high school diploma.

Write for particulars and prospectus of the Course to EXTENSION TEACHING OFFICE, 301 University Hall, Columbia University, New York City.

A NEW TRAINING SCHOOL FOR SOCIAL WORK AT SMITH COLLEGE

A new Training School for social work has been established at Smith College, Northampton, Mass. The school is a graduate professional school offering work that falls into three divisions: a summer session of eight weeks of theoretical instruction, combined with clinical observation at Northampton, Massachusetts, a training period of nine months' practical instruction carried on in co-operation with hospitals and settlements; and a concluding summer session of eight weeks of advanced study at Northampton.

In an endeavor to prepare workers for social reconstruction, the school will give a somewhat new emphasis to its teaching. The approach to social problems will be psychological. A scientific as well as a technical basis of training for social work will be provided by instruction in psychology, psychiatry, medicine, biology and sociology. The discussion method of teaching will be stressed in an effort to train for fearless and resourceful thinking about social problems. According to their interests, the students will be grouped in college dormitories during the summer session. Continuous study will thus be carried on in an atmosphere of intense application.

It is believed that the uninterrupted field practice for nine consecutive months under central supervision with group conferences will provide a better method of training than the usual method of intermingled theoretical study and field work.

The course in child welfare of advanced character is offered during the summer session to social workers and teachers. The summer session begins July 7 and extends to August 30. The period of field practice begins in September and continues until July, 1920. The second summer session of advanced work runs from July 5 to August 28, 1920.

A catalogue stating conditions of admission, tuition, living expenses and courses will be mailed on application to the Director, Dr. F. Stuart Chapin, Smith College, Northampton, Massachusetts.

I. C. S. A. ANNUAL MEETING

Smith College.

May 10 and 11, 1919.

SATURDAY

Business Meeting

2.30-4.30 P. M.

Student Building.

Roll Call of Undergraduate Chapters.

Report of Secretaries.

" " Head Workers.

" " Fellows.

" " Vacation Visits.

5.00-6.00 P. M. Conference of Undergraduate Electors.

Miss Tuttle, Miss Smith, Executive Committee.

6.30 P. M. St. John's Church.

Supper for Electors and Visiting Members, \$1.00 a plate

8.00 P. M. Rally, Auditorium. Music by Northampton Community Chorus.

Speakers: Miss Kingsbury,
Mrs. Eva W. White,
Mr. Allen Burns.

SUNDAY

9.30 A. M. Student Conferences.

(1) Settlements. Led by Miss Anna Davies, Miss Coolidge and Miss Wills.

(2) Housing Problems and Some Solutions, Mrs. Edith Elmer Wood.

(A Housing Exhibit will be shown during the week of May 10-17.)

(3) Protecting the Workers by Legislation, Mrs. Irene Sylvester Chubb, American Association for Labor Legislation.

(4) Informal Conferences with Mrs. White and Mr. Burns.

- 1.00 P. M. Visiting electors and other guests to be entertained at dinner in the College houses.
- 2.30 P. M. Student Conferences.
1. Women in Industry, Miss Amy Hewes.
 2. Work With the Blind, Miss Lucy Wright.
 - 3.
 4. Informal Conferences.
- 4.45 P. M. Vespers.

UNDERGRADUATE ACTIVITIES

HOSPITAL OBSERVATION VISIT

March 31—April 5, 1919

MONDAY, MARCH 31

- 9.00 A. M. "Base Hospital."
- 2.00 P. M. Children's Hospital—Miss Wilson, Chief of Social Service.
- 3.30 P. M. Infants' Hospital—Miss Dunn.

TUESDAY, APRIL 1

- 9.00 A. M. "Base Hospital."
- 12.30 P. M. Luncheon of Junior Social Workers at Women's Educational and Industrial Union.
- 2.30 P. M. Municipal Criminal Court—Dr. Sandoz, Psychiatrist; Miss Lee, Probation Officer.

WEDNESDAY, APRIL 2

- 9.30 A. M. Mass. General Hospital—Mrs. Borretti, House Social Service; Miss Baker, Out-Patient Social Service; Miss Lewis, Organization.
- 2.00 P. M. Mass. General Hospital—Dr. Richard C. Cabot, Dr. Richard Smith, Miss Ida M. Cannon.

THURSDAY, APRIL 3

- 9.00 A. M. "Base Hospital."
- 2.00 P. M. Psychopathic Department, Boston State Hospital—Dr. E. E. Southard; Dr. Abraham Myerson, Social Clinic.

FRIDAY, APRIL 4

- 9.30 A. M. Boston City Hospital—Miss Gertrude Farmer, Chief of Social Service.
- 2.00 P. M. Lincoln House—Medical Social Work, Miss Ida M. Cannon, Chief of Social Service, Mass. General Hospital. Psychiatric Social Work, Miss Mary Jarrett, Chief of Social Service, Psychopathic Hospital. Community Social Service, Miss Grace T. Wills, Head Resident, Lincoln House.

The hospitals visited were the Children's, the Psychopathic, the Massachusetts General and the Boston Dispensary; and the following colleges were represented, about eight girls at each hospital: Wheaton, 1; Wellesley, 8; Smith, 17; Sargent, 4; Vassar, 2.

SETTLEMENT RESIDENCE

Vassar, Wellesley, Radcliffe, Smith, Wheaton, Mt. Holyoke and Cornell sent I. C. S. A. members for spring visits to various settlements in New York, Boston and Philadelphia and to other social institutions.

SOCIAL SERVICE TRIP

About forty girls attended a trip to Perkins Institution for the Blind on March 28. Mr. Allen had arranged a special programme by the children and saw that all possible aspects of the work were presented to the girls.

DENISON HOUSE LINEN SHOWER

On March 17 Denison House was given a Linen Shower by the colleges and preparatory schools about Boston. Mrs. Margaret Deland spoke to the girls on "The Opportunity of the Dull Job"; and afterwards the girls met her, had tea and roamed about Denison House. About \$50 was realized in money, and the linen closets were well replenished. Sargent, New England Conservatory, Radcliffe, Wellesley, Dana Hall, Mt. Ida, Jackson and Simmons were represented.

CHAPTER REPORTS

Report of the Mount Holyoke Chapter

Mount Holyoke started the year with the idea of gaining new interest and co-operation from both the students and the members of the faculty and making the purpose and work of the I. C. S. A. more widely known at college. As early in the fall as possible after the epidemic we gave a tea for the freshmen. We did our level best to make them realize that we are an up-and-coming organization, very much worth joining. We succeeded, in so far as our freshmen membership has been the largest it has been for a long time.

It was not until this spring that our plans for securing faculty co-operation could be carried out. We were very fortunate in having Miss Greene as the speaker at our tea for the faculty members of the college, and we are planning to follow up this tea by a campaign to increase our faculty membership.

On December 4 we held a joint meeting with the Consumers' League, with Mr. Karl de Schweinitz as the speaker of the evening. Miss Tuttle spoke to us at the regular chapel service, February 11, and presented the work of the I. C. S. A. to the entire college.

At Christmas time we raised money to send to the Philadelphia Settlement to be used for Christmas parties for the children.

Our practical work is with the Skinner Coffee House in Holyoke. There are at least thirty girls who go once a week to this settlement house as leaders of various kinds of clubs and classes. One big feature of the year for practical service work was the bringing of the Coffee House minstrel show, with a cast of twenty-three boys and girls, to college. There was a fine audience to greet the show, and both the entertainers and the audience had a splendid time. Outside of the fun, a strong appeal was made to the college, and since then there has been more interest shown in the organization and its work.

We are still lacking in many very fundamental things which mean so much in the way of strength and real help to an organization; but we are glad to say that there is a more widespread interest and enthusiasm this year for the I. C. S. A. and the purpose for which it stands.

DORIS J. GIDLEY,

Elector, Mount Holyoke Chapter, I. C. S. A.

Bryn Mawr

The Bryn Mawr College Chapter of the I. C. S. A. is concerning itself primarily with two things: the Bryn Mawr Community Center and hospital visiting. We now have sixty girls, each spending from one to two hours a week at the Community Center. They teach basketball, folk dancing, dramatics, English in the Italian Night School, handiwork and cooking. Some conduct Story Hour for little children, Boy Scouts, Camp Fire Girls, or do clerical work and some see that the buildings are kept neatly furnished, repairing contributed furniture and soliciting more. About fifty other girls are visiting hospitals, playing with children and reading to the blind.

Miss Smith was with us the beginning of March. She spoke to some of our Center workers and to the college in chapel, besides giving interviews to girls who wished advice about summer work.

The Christian Association here conducts meetings every Wednesday night. This semester we have been given three of these meetings, for which we are to provide Social Service speakers. Wednesday, March 19, Mr. Hill, principal of the Cheyney Training School for

Colored Teachers, told us about the negro problem. Miss Laughlin, of the Y. W. C. A., and Dr. Day, Commissioner of Public Markets in New York City, are to be our other speakers. We hope to interest the college in different Social Service activities through these meetings.

HELEN EMILY KINGSBURY, *Elector*.

Swarthmore

The first party given for I. C. S. A. took the form of a programme of Christmas carols the Sunday preceding our Christmas holidays. A collection of \$14 was given to Miss Davies for the Settlement Christmas parties. Since midyear exams we've been busy giving I. C. S. A. publicity.

At present we are planning a Child Labor campaign to be held the third week in April. We are holding a joint campaign with the Y. M. C. A. and the Y. W. C. A. The funds raised will be divided among I. C. S. A., the National Child Labor Committee and the Student Fellowship Fund.

Miss Smith visited us March 11 and 12 and gave us a stirring talk in our collection period.

We are hoping that Swarthmore will come up to its usual high standard in I. C. S. A. circles.

DOROTHY YOUNG, *Elector*.

Vassar

As the activities of the Vassar Chapter of the I. C. S. A. just begin on the 12th of April, at this time I can only tell what we are planning.

Saturday afternoon, April 12, a group of the children from the New York College Settlement are coming up to present "The Dream Lady," a fairy tale operetta, embracing a cast of twelve children from about 6 to 14 years of age. They arrive in time to be given a hasty glimpse of the college, and, judging by last year's experience, they will talk of nothing else for days. The girls are almost as enthusiastic about the kiddies as the kiddies are about the college, so it's a very happy time all 'round.

The Mount Ivy campaign starts the following Wednesday with stump speeches, posters and hall canvasses in an effort to raise our quota of \$500 for Camp Elizabeth. Miss Mary Gove Smith speaks Thursday evening under the combined auspices of the Christian Asso-

ciation and the I. C. S. A. In addition to these events, we are trying a novel scheme to attract attention and raise money. An artistic member of the Board has drawn an outline of Camp Elizabeth on an enormous sheet of cardboard, which is to be stationed in front of the Main Building. At noon, when the girls come from classes to get their mail, we shall auction off the various parts of the house. As soon as they are bought they are painted in until the house is completely sold. It is a very simple device, but new to Vassar.

BEATRICE SCHWARTZ, *Elector*.
(Per M. Gutwillig, Secretary.)

Goucher

Owing to the influenza epidemic we made a very late start in our work for the year. In the short time intervening between the reopening of college and the Christmas recess we had our campaign for membership and volunteer workers. Ninety-six girls signed up for volunteer work. We were able to place these volunteers in various organizations of the city, such as Lawrence House, Warren House, the Industrial Department of the city Y. W. C. A., the Public Athletic League, and the Federated Charities of Baltimore. Besides these we have supplied thirty volunteers to assist in a Suffrage Campaign held in the city during the latter part of February and the first of March. We have also continued our usual custom of singing Christmas Carols at the Home for Incurables. This year as essential war work we are sending girls to the hostess house at Camp Meade one day a week to assist in giving suitable recreation to the convalescent overseas men now stationed there.

Raising funds has been our great problem, as almost every organization in college is supporting some good cause and attempting to raise money for it. We had our usual Christmas stocking campaign. Our custom of selling "hot-dog" sandwiches at the hockey and basketball games was carried out, resulting in a nice little profit. We could not have our Student vs. Faculty basketball game this year because of the pressure of work, etc., but we were allowed to charge admission to one of the class games.

Miss Smith visited us in December and March. We were very glad to have her present the I. C. S. A. to us on her last trip here.

ELIZABETH A. FEHL, *Elector*.

Wellesley

The Wellesley I. C. S. A. Chapter is planning a big mass meeting for the entire college on April 15, with Miss Jean Hamilton, of the National League of Women Workers, as the speaker. The children's choir of Denison House will sing at another April meeting, when Miss Tuttle will speak on "The American Girl of the Future." In May the Working Girls' Clubs of Boston will give a play at the "Barn."

Wellesley's faculty members number thirty, the largest number of any of the colleges.

Radcliffe

The Radcliffe Chapter continues to send plays to Denison House every month, and also takes care of the Chinese classes there. It undertakes the social dancing with the Greeks at the Cambridge Neighborhood House, and is much interested, too, in the work of the Bethesda Society, of the Sherburne Reformatory for Women and in Medical Social Service.

Radcliffe had an extra I. C. S. A. meeting on February 21, which was addressed by Miss Houghton, of South End House, on the subject of "Neighborhood Work"; Miss Chase, of Denison House, on "Folk Handicraft Work," and Miss Tuttle on "Vision." The Chapter is planning also a "May Day Community Party," when the work with which the girls are in touch as volunteers may be presented in order to "show the college what our social workers are doing."

Jackson

Mr. Arthur Sullivan, a graduate of Perkins Institute for the Blind, spoke on "After Care of Blind and Disabled Soldiers" to a large meeting on February 9. The college subsequently had a special trip to Perkins Institute. Miss Alice O'Connor, of the State House, Boston, will be the speaker at the next open meeting.

Besides the regular volunteer work, the Glee and Musical Clubs are giving impromptu entertainments at different settlements and night schools in Somerville, when the whole student body turns out to furnish talent and fill the choruses for general singing; and a number of the girls are giving piano lessons at the Orphanage in Somerville.

Sargent

Miss Tuttle spoke to the student body on February 18 with the same enthusiastic response that always comes from Sargent. The Sar-

gent Chapter is much interested in Psychopathic Hospital work, and three strong students were permitted to miss classes from March 31 until April 5 in order to take part in the Hospital Observation work.

On March 1 Sargent held an I. C. S. A. dance to raise money. The sum of \$102.70 has been sent to the treasurer as dues, and the Chapter has over \$40 with which to send delegates to the Conference and start next year's work. Another drive is being held for Pembroke, the Denison House farm.

Boston University

The Chapter gave a very successful tea in one of the big society rooms on February 7 for a large number of faculty and students. The Denison House choir sang and did themselves great credit. On February 14 the members of the B. U. cabinet had tea with Miss Tuttle to make plans for next year and the remainder of this year.

Wheaton

Wheaton reports great interest in both the Easter and the summer openings for volunteer work, in which the Chapter made an excellent showing last year. On April 11 the Working Girls' Clubs of Boston gave a play at the college, which was very well attended.

Wells

Wells is busy raising money for Mount Ivy and has already sent in \$100 dues. Many of the girls are interested in the summer openings. Mr. Karl de Schweinitz is to speak before the college on April 24.

Cornell

The Cornell Chapter displays unusual vigor. Miss Tuttle visited the college on March 13, when throughout the day she met students who were interested in summer work or in further training for social service, and spoke in the evening to a mass meeting of the student body. Mr. Karl de Schweinitz will also speak at Cornell on April 24.

Elmira

Elmira's I. C. S. A. membership is over five times as large as last year, and they expect to send \$100 to the treasurer, as against last year's \$15. Sixty dollars has also been sent to the Philadelphia College Settlement. On March 28 a very successful entertainment by children of the Orphan Asylum, trained by Elmira girls, was given before

a large audience at the college, to which different city clubs were also invited.

Miss Tuttle spoke before the student body in the chapel and also in the economics classes. She reports great interest in all lines of summer work.

INTERESTED NEW GROUPS

Miss Tuttle spoke to the students of the **New England Conservatory of Music** on February 17 and again on March 19. Many girls are already doing volunteer work, and a number attended the Denison House Linen Shower and the trip to Perkins Institute for the Blind. There is a group of girls interested in forming an I. C. S. A. Chapter at the Conservatory.

Simmons and Brown University are also anxious to organize I. C. S. A. Chapters.

The Advisory Board and Faculty at **Bates College** have approved the formation of an I. C. S. A. Chapter, and the question is to be voted upon by the student body in the near future. The girls are already getting in touch with summer openings for volunteer work.

ALUMNAE NOTES

Miss Elizabeth Man, the secretary of the I. C. S. A., is aiding in the formation of the Barnard Alumnae Committee.

Vassar and Radcliffe have formed their Alumnae Committee as follows:

VASSAR

Miss Elizabeth Cowley, Vassar College, Poughkeepsie, N. Y., *Faculty Member.*

Miss Ray H. Haskins, 8 West 37th Street, New York City, N. Y., *Chairman.*

Miss Martha Robinson, 1320 Eutaw Place, Baltimore, Md.

Miss Annie Ruth Taylor, 2051 Fifth Avenue, New York City, N. Y., *Social Worker.*

Miss Ella Keats Whiting, 44 Longwood Avenue, Brookline, Mass.

RADCLIFFE

Miss Mabel Abbott, 15 Church Street, Lynn, Mass.

Miss Abigail A. Eliot, 2 West Cedar Street, Boston, Mass., *Chairman*.
Mrs. Emmanuel B. Friedberg, 35 Elm Hill Park, Roxbury, Mass.
Miss Mabel Houghton, 43 East Canton Street, Boston, Mass.
Miss Adelaide Nichols, 147 Main Street, Hingham, Mass.

Dr. Nancy Scott has been chosen Faculty Elector for Elmira College. The correct Faculty Electors for Wellesley, Bryn Mawr and Barnard are as follows: Wellesley—Miss Annie K. Tuell; Bryn Mawr—Miss Eunice Schenck; Barnard—Miss Ruth Scudder.

Miss Tuttle represented the I. C. S. A. on a programme given by the civic organizations of Boston at the Women's Educational and Industrial Union. She also spoke before church audiences and the women's clubs in Acton and Concord, Massachusetts, on March 21-23.

Miss Mary Gove Smith was called to Marietta, Pennsylvania, to counsel in regard to building up a Community Center as a memorial to those who lost their lives in service.

SUB-CHAPTERS

Dana Hall

About sixty girls took the trip to Perkins Institute for the Blind. Miss Rose Trainor spoke at the school on "Work of the Blind" and displayed work done by the children of Perkins Institute. Miss Jean Hamilton and Miss Alice O'Connor will also speak at Dana Hall in the near future. Dana Hall contributed \$10 to the Denison House Linen Shower.

Walnut Hill

Walnut Hill reports 100% membership and \$28 in dues. Margaret Schuster has been chosen student elector, and will represent Walnut Hill at the Smith Conference.

Miss Tuttle spoke at Miss McClintock's School on April 8, and will speak at the Cambridge School, Bradford Academy, Roger Hall and Miss Winsor's School after the spring vacation.



